State of Arizona
Department of Education

Arizona Adult Education
Assessment Requirements PY 2009-2010

State Context for Assessment

Overview

The assessment requirements in this document provide a detailed explanation of the state and local program responsibilities for student assessment specific to the National Reporting System (NRS) and state requirements. These requirements apply to the approved assessments and test administration procedures that programs must use to report educational gains in compliance with NRS requirements.

Programs must adhere to the assessment requirements identified in order to provide fair and equitable access to services for learners, make decisions about the program, identify the need for program improvement, and make consistent judgments about learner placement and advancement.

The assessment requirements are based on Arizona Adult Education historical data and the approved assessments' publisher's guidelines, CTB McGraw/Hill.

NRS requirements and accountability

The use of reliable and valid learner assessments is basic to any functioning assessment requirement. An assessment is considered **valid** *if it has been determined to accurately measure the skills and abilities that it claims to measure*. An assessment is considered **reliable** *if it can consistently measure the skills and abilities of all learners for which the assessment was designed*.

Arizona's Adult Education requires the uniform implementation and administration of valid and reliable assessment instruments that align to the NRS levels in order to document student achievement. Uniform implementation of assessment procedures benefits the learner, the program and the State by ensuring and enabling:

- Accurate and standardized learner placement into appropriate instructional levels.

- Genuine comparison of program, teacher, and learner success.

- Identification of program service areas that are in need of improvement.

- Creation of a basis for selecting state sponsored Professional Development activities.

- Creation of a basis for informing instruction that aligns with state standards.

By requiring the uniform implementation and administration of valid and reliable assessments, the state of Arizona will generate data that allows both reporting on program performance accurately and targeting instruction to demonstrated specific needs of adult learners.

Purpose and uses of assessment

Programs should understand that use of the standardized assessments for reporting purposes differs from instructional functions when using the results of standardized assessments. Reporting functions of assessment include:

- Setting uniform program performance standards,

- Establishing a uniform basis for performance based funding awards,

- Measuring uniform gains in learner knowledge, and

- Comparing the success of programs in meeting performance standards.

Instructional functions of assessment include:

- Determining the effectiveness of instruction,

- Determining the specific needs of adult learners, and

- Identifying statewide professional development needs.

ADE/AES encourages programs and individual instructors to use supplemental assessments to aid in identifying learner needs and guiding instruction. These alternate assessments, however, no matter how useful as a supplement for informing instruction, may not substitute for the standardized instruments prescribed for NRS reporting and educational gain measurement.

Summary
So that ADE/AES operations can be aligned with assessment objectives, all adult education programs funded by the state of Arizona must use the Test of Adult Basic Education (TABE) for ABE and ASE levels and the TABE CLAS E test for ELAA learners. Local programs' assessment procedures must follow the publisher's guidelines and the established state requirement. Programs must pre-test all learners within the first 12 hours of instruction and must follow up with a post-test during the period allowed under state requirement as described in this document. Uniform implementation of the assessment procedures outlined here is necessary for the successful comparison of program efforts and will be monitored by ADE/AES. Deviance from the requirements and procedures outlined here will be seen as a compliance issue.

Direct questions on assessment requirements and procedure or requests for technical assistance to:
    Arizona Department of Education, Adult Education Services
        Miriam Kroeger miriam.kroeger@azed.gov **or**
        Paul Franckowiak paul.franckowiak@azed.gov **or**
        Ginny Seltenright virginia.seltenright@azed.gov
    1535 W. Jefferson, Bin #26
    Phoenix, AZ. 85007
    Phone: 602.258.2410
    Fax: 602.258.4986
    Website: http://www.ade.az.gov/adult-ed/

General Assessment Requirements

Training

- Program personnel can administer the assessment only after receiving training from ADE/AES personnel or an ADE sponsored training from CTB McGraw/Hill personnel and reading the appropriate manual (TABE forms 9/10: *Survey, Test Directions* or *TABE CLAS E Test Manual Test Directions).*

  o A minimum of at least 1 person must be trained to administer assessments from each program.

    o The additional number of trained administrators is at the program's discretion.

  o New staff must be trained within 2 months of hire date.

  o Previously trained staff must take a refresher course annually.

- ADE/AES will maintain a list of authorized test administrators and the programs for which they work. It is also expected that programs will maintain their own lists of trained personnel.

- Program Directors will submit a list of personnel administering assessments to learners to ADE/AES as part of their annual report.

- ADE/AES will provide two group assessment trainings during each program year. ADE/AES staff will provide additional assessment trainings as necessary.

- Training will be provided to staff that either administer or score each of the tests used to measure educational gains.

- Additional training will be provided for teachers and other local staff involved in gathering, analyzing, compiling and reporting data.

- Training procedures and materials developed by ADE/AES will be used to train staff on

  o NRS requirements, accountability requirements, and the data collection process,

  o definitions of measures, and

  o standardized processes for conducting assessments.

Timelines

Testing timelines reflect recommendations issued by test publisher CTB McGraw Hill, the Office of Vocational and Adult Education (OVAE), and the NRS:

- Initial assessment must be completed during the first 12 hours after registration;

- Progress testing must not occur before 60 attendance hours for students initially placed into ESL Beginning Literacy, ESL Beginning Low, ESL Beginning High, ESL Intermediate Low, ABE Beginning Literacy, ABE Beginning Basic, and ABE Intermediate Low. Classes at these levels must be scheduled for at least 60 hours.

  o Exceptions to progress testing guidelines for these levels should be limited and rare. All exceptions are documented on a "Progress Assessment Exception Form" (developed by Arizona Department of Education/Adult Education Services (ADE/AES) and available at http://www.ade.az.gov/adult-ed) and are signed by the learner *and* by the Program, Learning Center Director, or Instructional Supervisor, and are available for review by ADE/AES.

- Progress testing may occur before 60 hours for students initially placed into ESL Intermediate High, ESL Advanced, ABE Intermediate High, ASE Low and ASE High if they have a goal of entered employment, retained employment, obtained a GED or secondary school diploma or entered postsecondary education or training in addition to educational gains. No Exception Form is necessary for these students.

- If a learner stops out and then returns to the program for 90 days, it is necessary to administer a new assessment.

- Learners with continuous attendance that crosses a fiscal year can be counted in both years. The initial test, along with attendance hours through June 30, would be counted in the first fiscal year. The progress test and attendance hours after July 1 would be counted in the new fiscal year.

Monitoring
- Programs will be monitored for compliance to the Arizona Assessment Requirements. As part of the compliance review:

    o Programs are required to complete a Program Data Quality Checklist annually. It will be submitted to ADE/AES with the final program report.

    o ADE/AES staff will monitor assessment data monthly as part of their regular desk monitoring schedule. Monitoring will include checking for completeness, accuracy and adherence to a monthly schedule for data entry.

    o On-site monitoring will take place according to a 3-year cycle coinciding with local program operations monitoring.

Accommodations and adaptations in assessment
Help for people with learning disabilities and difficulties can take two forms: accommodations and adaptations.

- If a learner has a documented learning disability, it is generally in his or her interest to present the documentation to the program before assessment has taken place so that an appropriate **accommodation** can be made. Learners may document a disability through professional evaluative documents from a psychologist, physician or school records. Accommodations will be made for learners with documented learning disabilities and must be applied in conformance with the publisher's guidelines. A list of acceptable accommodations can be found in the Guide to Administering TABE 9 &10 or at www.ctb.com/accommodations. The length of time the documentation is allowed to be used varies by type of disability.

- If, on the other hand, the learner does not have a documented disability but has discovered that he or she learns best through some **adaptation** of the instructional environment, that should also be made known to the program before the initial assessment takes place so that the *adaptation* can be made and accurate placement information can be obtained. Adaptations for learners with learning difficulties may be given upon request and without a learning disabilities diagnosis. Suitable adaptations are colored transparent overlays, clear transparent overlays and a highlighter, temporary adhesives with spatial directions, earplugs, large print test edition (if available), magnifying device, priority seating, hats or caps to minimize the effects of fluorescent lighting, or an unmarked straightedge. Arizona Adult Education Services office will provide technical assistance to programs requesting help in determining appropriate adaptations.

ABE/ASE Level Learners
Learners to be assessed
Local eligible providers must use a State and NRS approved assessment to measure the educational gain of all learners, *including distance learning learners*, who receive 12 hours or more of instruction. The assessment to be used is from a list approved by the United States Department of Education Secretary for use in the National Reporting System (NRS) and was selected by ADE/AES based on a recommendation from a field-based team.

Assessments permitted
The TABE Survey form for version 9/10 and TABE PC are approved for use as the NRS measures of Educational Gains for all ABE and ASE level learners in Arizona, including those enrolled in distance learning.
* TABE 7/8 is no longer approved for use beginning in FY 2010.

Assessment practices
The TABE is a standardized assessment. Validity and reliability must be maintained through a standardized delivery process; test administration must not deviate from the procedures described by the publisher, CTB McGraw Hill.

- Learners must be given a TABE Locator test to determine which level of the TABE Survey is appropriate for initial testing. The Locator may not be used for placement or progress testing purposes.

    Note: Occasionally the Locator Test indicates inappropriate levels for learners. Assessment personnel and instructors should be aware that scores are most reliable for diagnostic and instructional purposes when they fall near the middle of the distribution of scores (40-75% correct). Those whose scores are near the high end of the test may know more than the test allowed them to demonstrate. Similarly, those whose scores are near the low end may indicate that the test indicated was too challenging.

- Programs must administer all initial and progress assessments to all learners, *including distance learning learners*, in person at a proctored program site. Assessments not conducted through face-to-face interaction with a trained test administrator in a secure setting are not allowed for NRS reporting.

- If a learner returns to the program after 90 days of inactivity, it is necessary to administer a new initial assessment.

- Learners with continuous attendance that crosses fiscal year can be counted in both years. The initial test, along with attendance hours through June 30, would be counted in the first fiscal year. The progress test and attendance hours would be counted in the next fiscal year. If the progress test showed an advancement or Educational Gain, it would be counted in the new fiscal year.

- TABE tests may be given either individually or in a group and should not interrupt instruction.

- Assessment must be completed as soon as possible after registration in order to determine learner placement in the NRS system; no more than the first 12 hours should elapse before an initial assessment is given.

- Assessment results, combined with other evaluative information, must be used to direct individual learner studies.

- Learner placement will follow the NRS guidelines for the TABE. For NRS reporting purposes, learner's initial placement level will be determined by the lowest scale score.

- Scale scores must be used to measure and report:

  o Educational Gains: An NRS placement level increase based on a progress test in the lowest scale score initial placement subject. Level increase is determined when the learner's progress test scale score places him or her into a level above the initial placement. For learners whose lowest initial score places them into ASE II, successfully passing the GED test is the only way to report an educational gain.

  o Educational Advancements: Any NRS level increase achieved by a student in a content area. Level advancement is determined when the learner's progress test scale score places him or her into a level above the initial placement.

- Learners must be assessed as soon as possible after registration in each of the content areas in which they will receive instruction in order to determine placement. Learners may be given one or a combination of the Reading, Language Arts and Math tests. ABE and ASE learners must be given a TABE Locator Test to determine the appropriate TABE Survey Test level.

- Learner demographic, assessment, goal preference, goal attainment, and attendance information must be entered monthly, as appropriate, to reflect current learner activity.

Score ranges and placement for the TABE
Below are the score ranges tied to educational functioning levels for reporting purposes:

Level	Reading	Language	Math
ABE Beginning Literacy (BL)	160-367	235-389	180-313
ABE Beginning Basic Education (ABE 1)	368-460	390-490	314-441
ABE Low Intermediate (ABE 2)	461-517	491-523	442-505
ABE High Intermediate (ABE 3)	518-566	524-559	506-565
Low Adult Secondary Education (ASE 1)	567-595	560-585	566-594
High Adult Secondary Education (ASE 2)	596-812	586-826	595-775

ADE/AES has identified recommended scale scores for initial tests given at each of the TABE Test levels, see addendum A.

Any test given after the initial test is called a progress test. A learner may have multiple progress tests. Arizona advancements and NRS educational gains are determined by comparing the learner's initial assessment with the

appropriate alternate form of the same level test. Per publisher's guidelines, TABE 9 and 10 are appropriate alternate tests. For example, if a learner was originally tested with the TABE 9M, his first progress test must be the TABE 10M. However, any test administered 181 or more days after a previous test *may* be the same (e.g. initial test with TABE 9D and progress test with TABE 9D).

ADE/AES has identified recommended scale scores for tests given at each of the TABE 9/10 levels; see addendum A.

ELAA Learners
<u>Learners to be assessed</u>
Local eligible providers must measure the educational gain of all learners who receive 12 hours or more of instruction in the Arizona Adult Education System (AAES). This measurement must be made with a test approved by the United States Department of Education Secretary for use in the NRS.

<u>Assessment permitted</u>
The *TABE CLAS E* test is approved for use as the *National Reporting System (NRS)* measure of Educational Gains for ELAA learners in Arizona.

<u>Assessment practices</u>
The TABE CLAS E is a standardized assessment. Validity and reliability must be maintained through a standardized delivery process; test administration must not deviate from the procedures described by the publisher, CTB McGraw Hill.

- Learners must be given a TABE CLAS E Locator test to determine which level of the CLAS E is appropriate for initial testing. The Locator may not be used for placement or progress testing purposes.

  Note: Occasionally the Locator Test indicates inappropriate levels for learners. Assessment personnel and instructors should be aware that scores are most reliable for diagnostic and instructional purposes when they fall near the middle of the distribution of scores (40-75% correct). Those whose scale scores are near the high end of the test may know more than the test allowed them to demonstrate. Similarly, those whose scale scores are near the low end may indicate that the test indicated was too challenging.

- Programs must administer all initial and progress assessments to all learners in person at a proctored program site. Assessments not conducted through face-to-face interaction with a trained test administrator in a secure setting are not allowed for NRS reporting.

- If a learner returns to the program after 90 days of inactivity, it is necessary to administer a new initial assessment.

- Learners with continuous attendance that crosses fiscal year can be counted in both years. The initial test, along with attendance hours through June 30, would be counted in the first fiscal year. The progress test and attendance hours would be counted in the next fiscal year. If the progress test showed an advancement or Educational Gain, it would be counted in the new fiscal year.

- TABE CLAS E tests may be given either individually or in a group, as indicated by test administration instruction. Oral assessment must always be given individually. Assessment should not interrupt the flow of instruction.

- Assessment must be completed as soon as possible after registration in order to determine learner placement in NRS; no more than the first 12 hours should elapse before an initial assessment is given.

- Assessment results, combined with other evaluative information, must be used to direct individual learner studies.

- Learner placement will follow the NRS guidelines for the TABE CLAS E. For NRS reporting purposes, the learner's initial placement level will be determined by their lowest composite scale score of either the Reading/Writing or Listening/Speaking tests.

- Scale scores must be used to measure and report:
  - Educational Gains: An NRS placement level increase based on a progress test in the lowest scale score initial placement subject. Level increase is determined when the learner's progress test scale score places him or her into a level above the initial placement.
  - Educational Advancements: Any NRS level increase achieved by a student in a content area. Level advancement is determined when the learner's progress test scale score places him or her into a level above the initial placement.

- Learners must be assessed as soon as possible after registration in Reading/Writing and Listening/Speaking in order to determine placement. ELAA learners must be given a CLAS E Locator Test to determine the appropriate CLAS E Test level for initial testing.

- Learner demographic, assessment, goal preference, goal attainment, and attendance information must be entered monthly, as appropriate, to reflect current learner activity.

Score ranges and placement for the TABE CLAS E Test
Below are the composite score ranges for Speaking/Listening and Reading/Writing correlated to the NRS educational functioning levels to be used for reporting purposes:

Listening & Speaking Sum of scale scores for Speaking + Listening / 2 = Composite Score	Reading & Writing Sum of scale scores for Reading + Writing* / 2 = Composite Score	
Composite Score	NRS Level	Composite Score
407 or below	ESOL Beg Lit	394 or below
408-449	ESOL I	395-441
450-485	ESOL II	442-482
486-525	ESOL III	483-514
526-558	ESOL IV	515-556
559-599	ESOL V**	557- 599

Use the Writing Test Book and the Expository Writing Folio scores to determine a Writing raw score; then use the Writing Scoring Table to convert the raw score to a scale score.

**A composite score of 600 or higher on a level 4 test indicates that the learner has completed ESOL V and can begin assessment with TABE 9/10.*

Any test given after the initial test is considered a progress test. A learner may have multiple progress tests. Arizona advancements and NRS educational gains are determined by comparing the learner's initial assessment with the appropriate alternate form of the same level test. Per publisher's guidelines, TABE CLAS E forms A and B are appropriate alternate tests. For example, if a learner was originally tested with CLAS E form A test level 2, the first progress test must be form B test level 2. However, any test administered 181 or more days after a previous test *may* be the same (e.g. initial test with form A test level 2 and progress test A test level 2).

ADE/AES has identified recommended scale scores for tests at each of the TABE CLAS E levels; see addendum B.

Resources for Information, Technical Assistance, and Test Purchase

Arizona Technical Assistance Requests and Assessment Requirement Questions:

    Arizona Department of Education
    Adult Education Services
        Miriam Kroeger miriam.kroeger@azed.gov **or**
        Paul Franckowiak paul.franckowiak@azed.gov **or**
        Ginny Seltenright virginia.seltenright@azed.gov
    1535 W. Jefferson, Bin #26
    Phoenix, AZ. 85007
    Phone: 602.258.2410
    Fax: 602.258.4986
    Website: http://www.ade.az.gov/adult-ed/

Assessment Purchase Procedures and Contacts

For the purchase of testing materials, local service providers should contact the test publishers associated with each required NRS eligible assessment directly. Providers are encouraged to carefully consider how their testing needs and testing volume will determine their choice of products and product packages.

TABE and TABE CLAS E

National and On-line	*Local*
CTB/McGraw-Hill Customer Services Dept. PO Box 881002 Indianapolis, IN 84208-1002 Toll Free: (800) 538-9547 FAX: (800) 282-0266 Online: www.CTB.com/TABE	Kelly Powell, Evaluation Consultant CTB McGraw-Hill (800) 538-9547 x6348 Kelly_powell@ctb.com

Arizona Adult Education Distance Learning Guidance

Setting the State Context

Background. According to the U.S. Census (2000), 819,000 (20.4%) adults in Arizona lack a high school diploma and 246,168 adults cannot communicate effectively in English; however, the State's adult education system only serves approximately 35,000 learners a year. Distance education is looked to as one way to increase the capacity of the system by expanding access to educational opportunities for adult learners using distance learning strategies to eliminate barriers and extend learning beyond traditional classroom settings.

In the spring of 2004 the State joined Project IDEAL and began the implementation of the Arizona Distance Education for Adult Learners (ADEAL) Initiative. In program year 2004/2005, seven pilot projects applied and were funded to provide GED preparation via distance education. Over the course of three years, these pilot projects served over 1,000 adult learners throughout Arizona.

For program year 2007/2008, the decision was made to go statewide with distance education. The statewide implementation of ADEAL utilizes a ***collaborative*** approach. There are eight state-funded/state-authorized DL providers throughout Arizona. Each of these agencies is required to form formal collaborative agreements with the "non-DL" providers in order to provide DL services statewide. The non-DL providers agree to provide referral to a DL provider and face-to-face services for adult learners who request and would benefit from distance learning opportunities, and the DL providers agree to provide instruction at a distance.

Data about Distance Learning. Data collection and analysis is a critical component of the implementation of ADEAL. During the pilot phase, the student outcome data was invaluable in helping assess the projects and in planning for improvements.

<u>ADEAL Pilot Data: FY05 – FY07</u>
- ◆ # of learners recruited: 1,170
- ◆ # of learners enrolled (12+ hours): 569
- ◆ # of instructional hours for enrolled learners: 27,457
- ◆ # and % of enrolled learners post-tested: 317 (56%)
- ◆ # and % of enrolled learners completing an educational level: 228 (40%)
- ◆ # of enrolled learners placed in employment: 37
- ◆ # of enrolled learners retaining employment: 91
- ◆ # of enrolled learners entering post-secondary or other training: 16
- ◆ # of enrolled learners obtaining a GED: 116

The median number of hours for enrolled students was also examined each year (FY05 median hours = 26, FY06 median hours = 35, FY07 median hours = 28). This data element, along with the number and percent of learners post-tested, helped identify the need to improve retention as a priority.

In addition to student outcome data, a survey of teachers regarding their experiences with distance learning was conducted by Project IDEAL each year and anecdotal data was collected by the State in each project's final report.

As implementation of distance learning services occurs statewide, data gathering and analysis continues to be critical. In addition to the above data, the outcomes of students who access DL services through the referral process from non-DL, collaborative agencies compared with students who access DL services through the DL agencies will be examined. Additionally, any significant difference in outcomes in hybrid DL classes compared with supported DL classes will be looked at closely.

Overview of Distance Learning in the State. In Arizona, distance education opportunities for adult learners have been implemented statewide through a collaborative process between DL providers and non-DL providers:

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◆ Adult education providers must apply to become a state-funded, state-authorized DL provider. As part of the application, potential DL providers must agree to formally collaborate with non-DL providers in order to provide DL services to learners who request and will likely benefit from distance learning opportunities.

◆ All state-funded adult education providers must agree to formally collaborate with authorized DL providers by providing referral and face-to-face services (i.e., intake, orientation, assessment, instructional support) as necessary to appropriate distance learners and potential distance learners, in collaboration with a state-funded, state-authorized DL provider.

◆ All state-funded, state-authorized DL providers must agree to provide instructional services via distance strategies to appropriate learners, including those learners referred by non-DL providers.

◆ The State's data collection system will allow any and all state-funded adult education providers (DL and non-DL) in which a student is affiliated to have access to applicable student records for the purpose entering data and running reports. *Confidentiality requirements as defined by FERPA shall be maintained.*

◆ The State's data collection system will allow any and all state-funded adult education providers (DL and non-DL) in which a student is affiliated to receive credit for student outcomes, while ensuring that these outcomes are never double counted at the statewide level.

Contact Information. For more information about Arizona Distance Education for Adult Learners, contact Sheryl Hart at sheryl.hart@azed.gov or (602) 364-2707.

General Distance Learning Requirements

Defining Distance Education. Distance education is a formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs, and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail, or other online technologies and software.

Defining Distance Learners. A student is classified as a distance learner if the majority of hours credited to the student are considered distance contact hours as opposed to face-to-face contact hours. Face-to-face contact hours and distance contact hours will be recorded separately. The decision about the student's status as a classroom or distance learner will be made at the end of the year and will be based on which category of hours is over 50% of the student's total attendance time. The student's hours in both face-to-face and distance situations will be included in the NRS report according to the NRS Guidelines for Distance Education Learners.

Distance Learning Approved Curricula. The following required curricula shall be used for distance learning instruction: MHC GED Integrated Online Solution and/or MHC PreGED Online. GED Connections, SkillsTutor, and/or PLATO may also be used to supplement the required curricula. In addition, DL instructors are encouraged to supplement with appropriate instructional material such as workbooks, Internet resources, teacher-made worksheets, etc. according to individual student needs.

Measuring Contact Hours. Students in distance education must have at least 12 hours of direct contact with the program before they can be counted for federal reporting purposes. Direct contact hours for distance learners can be a combination of face-to-face contact and contact-at-a-distance through telephone, video, teleconference, or online communication where the learner and program staff can interact and the learner's identity is verifiable.

In addition to direct contact hours, proxy contact hours for distance learners will also be collected. The manner in which proxy contact hours will be measured will vary depending upon the curriculum used. The chart below shows the Proxy Contact Hour (PCH) criteria and credit for each of the approved curricula.

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Curriculum	Model	Criteria for Awarding PCH	PCH Credit	Validation by
MHC GED Integrated Online	Clock	System must track time and log out students after preset period of inactivity	Recorded time in system	N/A [*]
MHC PreGED Online	Clock	System must track time and log out students after preset period of inactivity	Recorded time in system	N/A [*]
PLATO	Clock	System must track time and log out students after preset period of inactivity	Recorded time in system	N/A [*]
SkillsTutor	Clock	System must track time and log out students after preset period of inactivity	Recorded time in system	N/A [*]
GED Connection	Teacher Verification	Video: Student self reports to teacher Workbook: Teacher determines % of work completed Internet Activities: Teacher determines work completed Internet Module: Teacher validates w/questioning whether student has engaged Practice Tests: Online and print based	Video: .5 hours Workbook: ≥75% of activities completed=4hrs; 50 – 74%=2 hrs Internet Activities: 1 hr per activity; total possible PCH = 43 Internet Module: 3 hrs per module; total possible PCH = 15 Practice Tests: 1 hr per test; total possible PCH = 22	Project IDEAL

[*] *Validation is not an issue because these curricula track time within the program.*

If additional materials other than those mentioned in the above table are used to supplement the curriculum (i.e., workbooks, teacher-made worksheets, etc.), no PCH credit shall be awarded.

Assessing Distance Learners. Distance learners must be assessed under the same guidelines as all adult learners in Arizona using approved standardized assessment tools. All standardized assessment must occur in secure, proctored settings. It is permissible to arrange for remote testing locations that are more convenient for distance learners as long as all state requirements concerning assessment are met.

Application and Approval Procedures to Operate a Distance Learning Program

In Arizona, distance education opportunities for adult learners have been implemented statewide through a collaborative process between DL providers and non-DL providers. State-funded, state-authorized DL providers agree to formally collaborate with non-DL providers in order to provide DL services to learners who request and will likely benefit from distance learning opportunities.

State-funded, state-authorized providers of distance learning shall be determined by the Arizona Department of Education/Adult Education Services through an application process in which the applicant describes the following with regards to the delivery of instruction via distance learning:

- Assessment of Need
- Qualifications of Personnel
- Eligibility and Competency
- Coordination, Integration and Non-Duplication of Services
- Projected Outcomes
- Program Operations
- Class Schedule
- Detailed Budget

Funding for Distance Learning

Distance learning is an instructional delivery method for providing literacy services, just as classroom instruction and tutoring are instructional delivery methods. Funding for distance learning services shall be done through assistance dollars in the same way that other instructional services are funded.

Training Requirements

Personnel affiliated with DL providers are required to adhere to the same training requirements as personnel affiliated with any state-funded adult education provider. DL administrators and instructors must hold valid Arizona Adult Education certification. DL providers are strongly encouraged to use Adult Ed's Online Distance Teaching Self Assessment as part of their evaluation process for screening potential new distance learning instructors. DL administrators, instructors and staff must participate in state required training. Additionally, DL administrators and instructors shall participate in DL-specific training such as Project IDEAL's DL101, DL102, DL103 and DL104. Experienced distance teachers are strongly encouraged to participate in ongoing professional development relevant to distance learning.

TABE 9/10
NRS Scores
and
Guide for Placement Results

LOCATOR

- The Locator test must be administered to new students to determine the initial levels of the TABE(s) to be given.

- Testing times for the Locator are:

Reading (12 items)	12 minutes
Math Computation (8 items)	5 minutes
Applied Math (8 items)	8 minutes
Language (12 items)	12 minutes

Note: If a large number of students are still working on a Locator section after the allotted time, you may give them extra time to complete as many items as they can (an additional 2-3 minutes)

- Results of the Locator indicate the levels of the TABE (s) to be administered:

	Reading	Math	Language	Survey Level
# correct	*6 or fewer	*4 – 6	*6 or fewer	E
	[Fewer than 6 (4 in math) would indicate level L may be administered]			
	7 – 8	7 – 8	7 – 8	M
	9 – 10	9 – 11	9 – 10	D
	11 – 12	12 – 16	11 – 12	A

Note: It is not uncommon for students to locate into different levels of the TABE for reading, language and math.

SURVEY

- The level of "difficulty" of the material in each of the TABE tests is:

L (Literacy)	0.0 – 1.9
E (Easy)	2.0 – 3.9
M (Medium)	4.0 – 5.9
D (Difficult)	6.0 – 8.9
A (Advanced)	9.0 – 12.9

- Testing times for Survey tests are:

Reading	25 minutes
Math Computation	15 minutes
Applied mathematics	25 minutes
Language	25 minutes

*Note: The test is completed when time has expired **or** when all examinees have completed the test before the allotted time.*

SURVEY SCORING and PLACEMENT

- NRS placement is determined by the scale score in the lowest functioning area.
- Class placement within a program is governed by program criteria and structure.

		SCALE SCORES	GRADE LEVEL	PLACEMENT LEVELS
READING		under 367	0 - 1.9	Beginning ABE Literacy
		368-460	2 - 3.9	ABE I (Beginning Basic Education)
		461-517	4 - 5.9	ABE II (Low Intermediate Basic)
		518-566	6 - 8.9	ABE III (High Intermediate Basic)
		567-595	9 -10.9	ASE I (Low Adult Secondary)
		596+	11 - 12.9	ASE II (High Adult Secondary
MATH		313 and below	0 - 1.9	Beginning ABE Literacy
		314-441	2 - 3.9	ABE I (Beginning Basic Education)
		442-505	4 - 5.9	ABE II (Low Intermediate Basic)
		506-565	6 - 8.9	ABE III (High Intermediate Basic)
		566-594	9 - 10.9	ASE I (Low Adult Secondary)
		595+	11 - 12.9	ASE II (High Adult Secondary
LANGUAGE		389 and below	0 - 1.9	Beginning ABE Literacy
		390-490	2 - 3.9	ABE I (Beginning Basic Education)
		491-523	4 - 5.9	ABE II (Low Intermediate Basic)
		524-559	6 - 8.9	ABE III (High Intermediate Basic)
		560-585	9 -10.9	ASE I (Low Adult Secondary)
		586+	11 - 12.9	ASE II (High Adult Secondary

RECOMMENDED SCORE RANGES FOR **INITIAL** TABE TESTING
Recommended initial score ranges for each test have been identified. A learner scoring "out of range" in an initial test should be re-assessed using a different level of the test within two weeks. There are NO out of range scores for progress/post-tests.

TABE 9 and 10 **-** recommended **INITIAL** Scores Ranges by TABE Level Tests E-M-D-A

	READING	LANGUAGE	TOTAL MATH		Tests Items Grade Levels
E	≤ 477	≤ 510	≤ 457		2 - 3.9
M	437 - 537	469 - 547	424 - 525		4 - 5.9
D	489 - 585	506 - 568	490 - 577		6 - 8.9
A	≥ 544	≥ 545	≥ 551		9 - 12.9

When a student is "**progress-tested**" and scores "out of range" for the level of the test, this indicates the student has "mastered" the material at that test level. Future progress testing should be with a different level test.

Example: A student takes the Form 9E Reading test as an initial test and scores 425 giving him an NRS placement of ABE I. After instruction, the student is progress-tested with Form 10E and scores 568. His new NRS placement is ASE I. (This is almost too high for an E level test, but it shows the student's ability to handle and work with material written at the second through third grade level.) The student has made an NRS Educational Gain.

TABE CLAS-E
NRS Composite Scores
and
Guide for INITIAL Placement Results

	Composite Score = The sum of scale scores for **Listening & Speaking** divided by 2	Composite Score = The sum of scale scores for **Reading & Writing** divided by 2			
Initial Test	**Composite Score**	**Composite Score**	**CLAS-E Label**	**NRS Label**	**AZ Label**
1	230 – 407	225 – 394	1	Beginning Literacy	ELAA Beg Lit
1, 2	408 – 449	395 – 441	2	Low Beginning	ELAA 1
2, 3	450 – 485	442 – 482	3	High Beginning	ELAA 2
3	486 – 525	483 – 514	4	Low Intermediate	ELAA 3
4	526 – 558	515 – 556	5	High Intermediate	ELAA 4
4	559 - 599	557 - 599	6	Advanced	ELAA 5

Notes:
- *The Speaking Scale Score is the sum of the Weighted Scale Scores for Grammar, Meaning and Appropriateness.*
- *The Writing Raw Score is determined from the total of the Writing Test Book and the Expository Writing Folio. The Writing Raw Score is then used to determine the Writing Scale Score from the Scoring Tables Book.*
- *CLAS-E Test 4 Composite Scores of 600 or more indicate that the learner has completed NRS Advanced and is prepared to move into TABE 9/10 for further assessment.*

One benefit of the CLAS-E Test is that it aligns well to our ELAA Standards. Rough alignment of CLAS-E to Arizona Standards is:

CLAS-E Test…	Content Area…	Aligns to AZ ELAA Standards.
1	Listng/Spkng	Beg Lit & 1
	Rdng/Wrtng	
2	Listng/Spkng	1 & 2
	Rdng/Wrtng	
3	Listng/Spkng	2 & 3
	Rdng/Wrtng	
4	Listng/Spkng	3 & 4
	Rdng/Wrtng	
CLAS-E does not address		5

Arizona Adult Education Services
Core Outcome Goal Projections & Outcomes
Program Year 2009-2010

Instructional Level	Projections
ABE Beginning Literacy	52%
ABE Beginning (I)	44%
ABE Intermediate (II)	44%
ABE Advanced (III)	36%
ASE I	33%
ASE II	xxx
Beginning ESL Literacy (P)	43%
Low Beginning ESL (1)	42%
High Beginning ESL (2)	43%
Low Intermediate ESL (3)	43%
High Intermediate ESL (4)	40%
Advanced ESL (5)	34%
Progress-testing target	75%

Secondary Core Performance Goals

Entered employment	50%
Retained or improved employment	62%
Receipt of a secondary education diploma or GED	76%
Enter post-secondary or skills training	85%